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# 2E

## Information

### *Professional Services Committee*

#### Update on the Review of the California Standards for the Teaching Profession (CSTP)

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## AGENDA INSERT

**Executive Summary:** The California Standards for the Teaching Profession (CSTP) were adopted by the Commission in 1997. This agenda item provides an update on the review of the CSTP.

**Recommended Action:** For information only

**Presenter:** Terry Janicki and Karen Sacramento,  
Consultants, Professional Services Division

#### Strategic Plan Goal: 1

#### Promote educational excellence through the preparation and certification of professional educators

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs

March 2009



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## **Update on the Review of the California Standards for the Teaching Profession (CSTP)**

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### **Introduction**

This agenda item insert presents an initial draft of the modified California Standards for the Teaching Profession (CSTP).

### **Background**

At its December 2-3, 2008 meeting the advisory panel reviewed the stakeholder feedback from the electronic survey and began the work of proposing possible revisions to the CSTP. The panel met in small work groups with each group focusing on one or two standards. The advisory panel met on February 12-13, 2009 to continue its work. Appendix C in this insert replaces Appendix B included in the original agenda item. Appendix C includes both the current CSTP standard statements and the elements. The draft CSTP are included as Appendix D in this agenda insert, as well as posted on the Commission's CSTP revision website: <http://www.ctc.ca.gov/educator-prep/CSTP.html>.

Staff plans to bring the recommendations of the CSTP Advisory Panel to the Commission in June for information and back for action at a later date.

## **Appendix C**

### **California Standards for the Teaching Profession (1997)**

#### **Standard for Engaging and Supporting All Students in Learning**

Teachers build on students' prior knowledge, life experience, and interests to achieve learning goals for all students. Teachers use a variety of instructional strategies and resources that respond to students' diverse needs. Teachers facilitate challenging learning experiences for all students in environments that promote autonomy, interaction and choice. Teachers actively engage all students in problem solving and critical thinking within and across subject matter areas. Concepts and skills are taught in ways that encourage students to apply them in real-life contexts that make subject matter meaningful. Teachers assist all students to become self-directed learners who are able to demonstrate, articulate, and evaluate what they learn.

- Connecting students' prior knowledge, life experience, and interests with learning goals.
- Using a variety of instructional strategies and resources to respond to students' diverse needs.
- Facilitating learning experiences that promote autonomy, interaction, and choice.
- Engaging students in problem solving, critical thinking and other activities that make subject matter meaningful.
- Promoting self-directed, reflective learning for all students.

#### **Standard for Creating and Maintaining Effective Environments**

Teachers create physical environments that engage all students in purposeful learning activities and encourage constructive interactions among students. Teachers maintain safe learning environments in which all students are treated fairly and respectfully as they assume responsibility for themselves and one another. Teachers encourage all students to participate in making decisions and in working independently and collaboratively. Expectations for student behavior are established early, clearly understood, and consistently maintained. Teachers make effective use of instructional time as they implement class procedures and routines.

- Creating a physical environment that engages all students.
- Establishing a climate that promotes fairness and respect.
- Promoting social development and group responsibility.
- Establishing and maintaining standards for student behavior.
- Planning and implementing classroom procedures and routines that support student learning.
- Using instructional time effectively.

#### **Standard for Understanding and Organizing Subject Matter**

Teachers exhibit strong working knowledge of subject matter and student development. Teachers organize curriculum to facilitate students' understanding of the central themes, concepts, and skills in the subject area. Teachers interrelate ideas and information within and across curricular areas to extend students' understanding. Teachers use their knowledge of student development, subject matter, instructional resources and teaching strategies to make subject matter accessible to all students.

- Demonstrating knowledge of subject matter content and student development.
- Organizing curriculum to support student understanding of subject matter.
- Interrelating ideas and information within and across subject matter areas.
- Developing student understanding through instructional strategies that are appropriate to the subject matter.
- Using materials, resources, and technologies to make subject matter accessible to students.

### **Standard for Planning Instruction and Designing Learning Experiences**

Teachers exhibit strong working knowledge of subject matter and student development. Teachers organize curriculum to facilitate students' understanding of the central themes, concepts, and skills in the subject area. Teachers interrelate ideas and information within and across curricular areas to extend students' understanding. Teachers use their knowledge of student development, subject matter, instructional resources and teaching strategies to make subject matter accessible to all students.

- Drawing on and valuing students' backgrounds, interests, and developmental learning needs.
- Establishing and articulating goals for student learning.
- Developing and sequencing instructional activities and materials for student learning.
- Designing short-term and long-term plans to foster student learning.
- Modifying instructional plans to adjust for student needs.

### **Standard for Assessing Student Learning**

Teachers establish and clearly communicate learning goals for all students. Teachers collect information about student performance from a variety of sources. Teachers involve all students in assessing their own learning. Teachers use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote academic achievement and personal growth for all students. Teachers exchange information about student learning with students, families, and support personnel in ways that improve understanding and encourage further academic progress.

- Establishing and communicating learning goals for all students.
- Collecting and using multiple sources of information to assess student learning.
- Involving and guiding all students in assessing their own learning.

- Using the results of assessments to guide instruction.
- Communicating with students, families, and other audiences about student progress.

### **Standard for Developing as a Professional Educator**

Teachers reflect on their teaching practice and actively engage in planning their professional development. Teachers establish professional learning goals, pursue opportunities to develop professional knowledge and skill, and participate in the extended professional community. Teachers learn about and work with local communities to improve their professional practice. Teachers communicate effectively with families and involve them in student learning and the school community. Teachers contribute to school activities, promote school goals and improve professional practice by working collegially with all school staff. Teachers balance professional responsibilities and maintain motivation and commitment to all students.

- Reflecting on teaching practice and planning professional development.
- Establishing professional goals and pursuing opportunities to grow professionally.
- Working with communities to improve professional practice.
- Working with families to improve professional practice.
- Working with colleagues to improve professional practice.
- Balancing professional responsibilities and maintaining motivation

# **Appendix D**

## **Draft Revised**

### **California Standards for the Teaching Profession (CSTP)**

#### **Standard: Engaging and Supporting All Students in Learning**

Teachers build a caring community with and among students. They connect learning to students' prior knowledge, backgrounds, life experiences and interests. Teachers connect subject matter to meaningful, real-life contexts. They use a variety of instructional strategies and resources to meet the diverse learning needs of students. Teachers promote reflective learning by providing opportunities for inquiry, analysis and thinking critically. Teachers create a rigorous learning environment with high expectations for all students.

- 1.1 Building a caring community with and among students.
- 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences and interests.
- 1.3 Linking subject matter to meaningful, real-life contexts.
- 1.4 Using a variety of instructional strategies and resources to engage all students.
- 1.5 Promoting critical thinking through inquiry, analysis, problem solving, and reflection.
- 1.6 Creating a rigorous learning environment with high expectations and appropriate support for all students.

#### **Standard: Creating and Maintaining Effective Environments for Student Learning**

Teachers create curriculum-rich physical or virtual learning environments that engage all students, reflect diversity and encourage constructive and productive interactions among students. They establish and maintain physically, cognitively and emotionally safe learning environments. Teachers promote social development and group responsibility in a climate where each student is treated fairly and respectfully. Teachers establish, communicate and maintain high standards for student behavior. They develop and implement classroom procedures, group norms and routines that support effective use of instructional time and preserve the right for all students to learn.

- 2.1 Creating a learning environment that engages all students, reflects diversity and encourages constructive and productive interactions among students.
- 2.2 Establishing and maintaining a physically, cognitively and emotionally safe learning environment.
- 2.3 Promoting social development and group responsibility in a climate where each student is treated fairly and respectfully.
- 2.4 Establishing, communicating and maintaining high standards for student behavior.
- 2.5 Developing and implementing group norms, classroom procedures, and routines to preserve a climate in which all students learn.
- 2.6 Using instructional time effectively.

## **Standard: Making Subject Matter Comprehensible to All Students**

Teachers exhibit in-depth working knowledge of subject matter, academic content standards, and State curriculum frameworks. Teachers ensure student understanding of content through their knowledge of students' development and proficiencies. Teachers organize curriculum to facilitate all students' understanding of the central themes, concepts, and skills in the content area. Teachers develop student understanding through evidence-based instructional strategies that are appropriate to subject matter for all students. Teachers use adopted curriculum materials, resources, and technologies to make subject matter accessible to all students. Teachers address the instructional needs of English learners and students with special needs when organizing subject matter content.

- 3.1: Demonstrating knowledge of subject matter, academic content standards, and State curriculum frameworks.
- 3.2: Demonstrating/Applying knowledge of students' development and proficiencies to ensure student understanding of content.
- 3.3: Organizing curriculum to facilitate all students' understanding of the content through evidence-based instructional strategies.
- 3.4: Developing student understanding through evidence-based instructional strategies that are appropriate to subject matter for all students.
- 3.5: Using adopted curriculum materials, resources, and technologies to make subject matter accessible to all students.
- 3.6: Addressing the instructional needs of English learners and students with special needs when organizing subject matter content.

## **Standard: Planning Instruction and Designed Learning Experiences for All Students**

Teachers plan instruction that draws on and values students' academic, linguistic, cultural and individual development. Teachers establish and articulate goals for student learning based on academic content standards. Teachers develop and sequence instruction and design short and long-term plans to support student learning. Teachers plan instruction that incorporates appropriate strategies to meet the diverse learning needs of all students. Teachers integrate assessment into planning for student learning.

- 4.1: Using knowledge of students' academic, linguistic, cultural and individual development to plan instruction.
- 4.2: Establishing and articulating goals based on academic content standards for student learning.
- 4.3: Designing short-term and long-term plans to foster student learning.
- 4.4: Planning instruction, using appropriate strategies that meet the diverse learning needs of all students.
- 4.5: Integrating assessment into planning for student learning.

## **Standard: Assessing Students for Learning**



Assessment is the key to ensure that students move from what they know to new levels of skill and knowledge. Teachers know the purposes, characteristics, appropriate uses, and limitations of different kinds of assessments. Teachers collect assessment data from a variety of sources and use those data to inform instruction. Teachers analyze data, both individually and with colleagues, to monitor student learning and to plan, differentiate, and modify instruction. Teachers establish learning outcomes, communicate those outcomes to students and families, and explain how those outcomes relate to instruction. Teachers share comprehensible assessment information for timely feedback to students and their families. Teachers involve all students in the cycle of self-assessment, leading to goal setting and monitoring of their progress. Teachers use available technologies and resources to assess, analyze, and communicate student learning.

- 5.1: Knowing the characteristics, uses, benefits and limitations of different types of assessments.
- 5.2: Collecting assessment data from a variety of sources and using these data to inform instruction.
- 5.3: Analyzing data, both individually and with colleagues, to monitor student learning and to plan, differentiate, and modify instruction.
- 5.4: Establishing learning goals, communicating those goals to students and families, and explaining how the goals relate to instruction.
- 5.5: Sharing assessment information to provide timely feedback to students and their families.
- 5.6: Involving all students in the cycle of self-assessment, goal setting and monitoring progress.
- 5.7: Using available technologies and resources to assist in assessment, analysis, and communication of student learning.

### **Standard: Developing as a Professional Educator**

To support student learning, teachers reflect on their practice and actively seek to strengthen and augment their professional knowledge, skills, and perspectives throughout their careers. Teachers collaborate with colleagues and engage in the broader professional community to enhance instruction and support student learning. Teachers learn about and work with families and local communities to support student learning. Teachers balance/manage professional responsibilities to maintain motivation and commitment to all students. Teachers demonstrate professional responsibility, integrity, and ethical conduct.

- 6.1: Reflecting on teaching practice in support of student learning.
- 6.2: Establishing professional goals and engage in continuous, purposeful professional growth and development.
- 6.3: Working with colleagues and the broader professional community to support teacher and student learning.
- 6.4: Working with families to support student learning.
- 6.5: Working with local communities to support student learning.
- 6.6: Balancing/managing professional responsibilities to maintain motivation and commitment to all students.
- 6.7: Demonstrating professional responsibility, integrity, and ethical conduct.